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GUIDELINES FOR THE EDUCATION OF MIGRANT CHILDREN AS AUTHORIZED UNDER PUBLIC LAW 89-750, TITLE I, ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965.

CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO

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CALIFORNIA PLANS TO ESTABLISH A STATEWIDE PROGRAM, BY REGIONS, FOR THE EDUCATION OF MIGRANT CHILDREN. THESE GUIDELINES CONTAIN REGIONAL MAPS AND ORGANIZATIONAL CHARTS INDICATING LINES OF RESPONSIBILITY, WHILE STAFFING PATTERNS AND INTERRELATIONSHIPS ARE GIVEN FOR ADMINISTRATIVE, SUPERVISORY, ADVISORY, AND COORDINATING PERSONNEL. DEFINITIONS AND/OR REQUIREMENTS ARE PROVIDED RELATING TO COMPREHENSIVE PROGRAMS, IDENTIFICATION OF MIGRANT CHILDREN, LEVEL OF FUNDING, IDENTIFICATION OF NEEDS, DEVELOPMENT OF MIGRANT EDUCATION PROJECTS, INTEGRATION, EVALUATION, AND PROJECT APPLICATION. (SW)

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GUIDELINES FOR THE EDUCATION OF MIGRANT CHILDREN

CALIFORNIA STATE DEPARTMENT OF EDUCATION

Max Rafferty, Superintendent of Public Instruction

Sacramento 1968

RC002559

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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GUIDELINES FOR THE

EDUCATION OF MIGRANT CHILDREN

Authorized Under
Public Law 89-750
Title I
Elementary and Secondary
Education Act of 1965

California State Department of Education
Office of Compensatory Education
Bureau of Community Services
and Migrant Education
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Wilson C. Riles
Director of Compensatory Education

PREFACE

Guidelines for the education of migrant children are provided in this publication as an aid to agencies that qualify for funding of projects under the Elementary and Secondary Education Act of 1965 (Public Law 89-750, Title I). The implementation of this act and the establishment of a statewide program for the education of migrant children will result in meaningful supplemental educational programs for children of migrant agricultural workers.

This guide has been prepared at the direction of the California State Board of Education with the guidance of the Advisory Compensatory Education Commission.

WILSON C. RILES
Director, Office of
Compensatory Education

LEO LOPEZ, Chief
Bureau of Community Services
and Migrant Education

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CALIFORNIA PLAN FOR THE EDUCATION OF MIGRANT CHILDREN

GUIDELINES

The Migrant Amendment to the Elementary and Secondary Education Act of 1965, Title I (P.L. 89-750), provides for supplementary educational programs to meet the special educational needs of migratory children of migratory agricultural workers. The Act provides that the state educational agency shall administer the program in accordance with Federal and state regulations, and the entire allocation of funds for operating the program is made to the state educational agency. Unlike regular Title I programs, local school districts do not have an entitlement to funds. Instead they may contract with the state educational agency to carry on portions of the statewide program.

The California Plan for the Education of Migrant Children describes the program for the State of California and provides the framework within which educational programs will be carried out. This plan provides for supplementary assistance to school districts which have major impactions of migrant children to enable them to provide compensatory programs for these children, and for certain statewide and interstate programs affecting migrant children.

REGIONAL ORGANIZATION FOR MIGRANT EDUCATION

The organizational structure for operation of the migrant education program in California is based upon the regional concept.

The regional concept recognizes that the State is the operating agency for programs for migrant children, and it is the responsibility of the State Office to involve agencies who will provide such programs. The California Plan requires State level policy determination and coordination, regional level program management, and supervision at the operational level.

It is essentially an administrative and planning concept that requires involvement of all counties in a particular geographic area for planning purposes regardless of how funds will be allocated. Regional planning requires the involvement of areas that surround the major impact area through participation in planning or advisory committees having knowledge of all programs affecting migrants which are in operation throughout the region.

The regional concept also includes the idea of a comprehensive program of educational and ancillary services coordinated with the services and activities of all agencies that serve migrant families. The regional approach requires that we use funds to supplement the resources that are already in the region. The regional concept advocates funding of county and school district units that are a part of a regional planning activity. The criteria for final allocation of funds alloted to specific districts or counties will include their commitment to mobilize available resources and to organize cooperative activities throughout the region.

CALIFORNIA PLAN FOR THE EDUCATION OF MIGRANT CHILDREN REGIONAL ORGANIZATION MAP

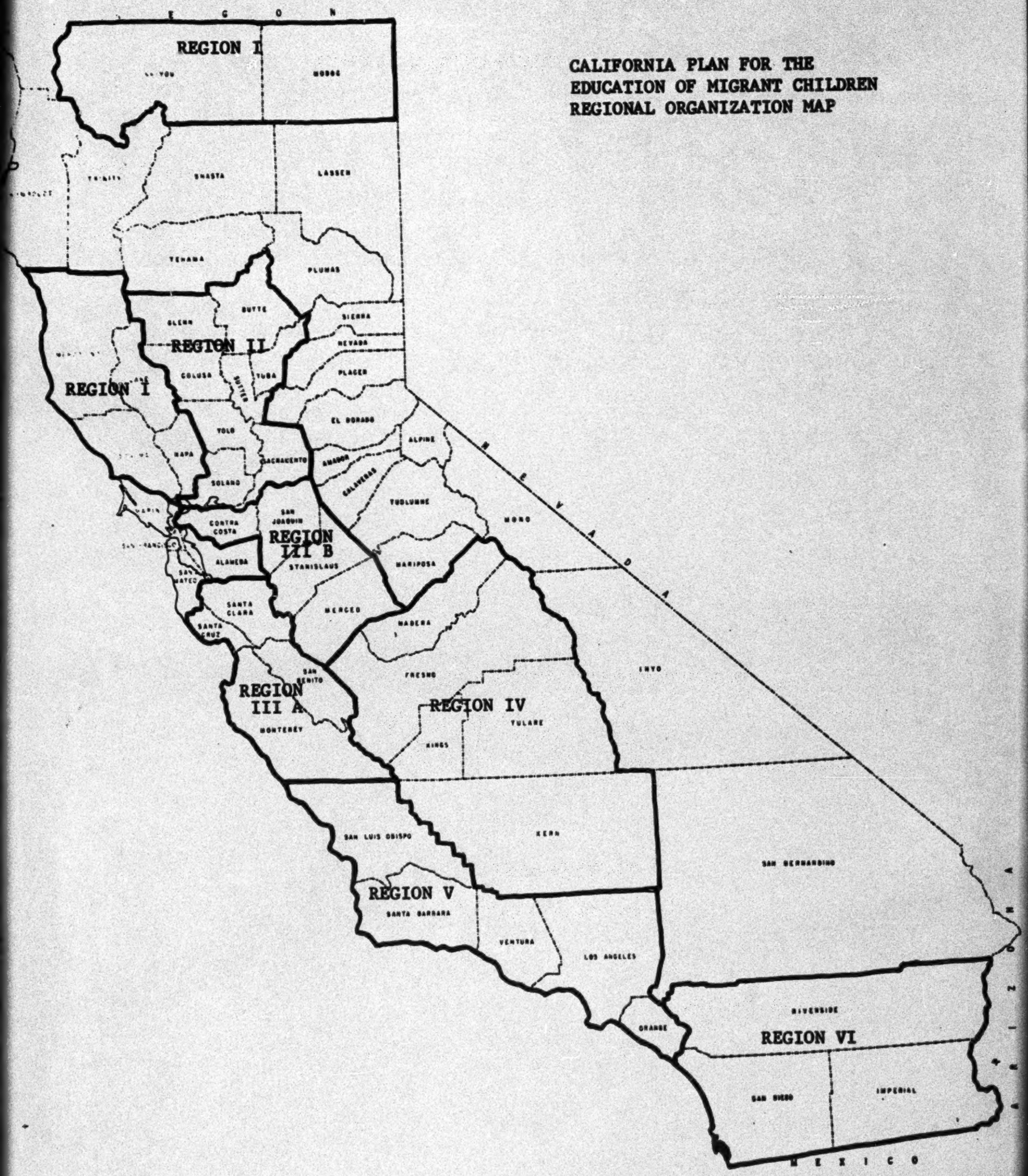


Figure I

ORGANIZATIONAL CHART FOR REGIONAL PLAN

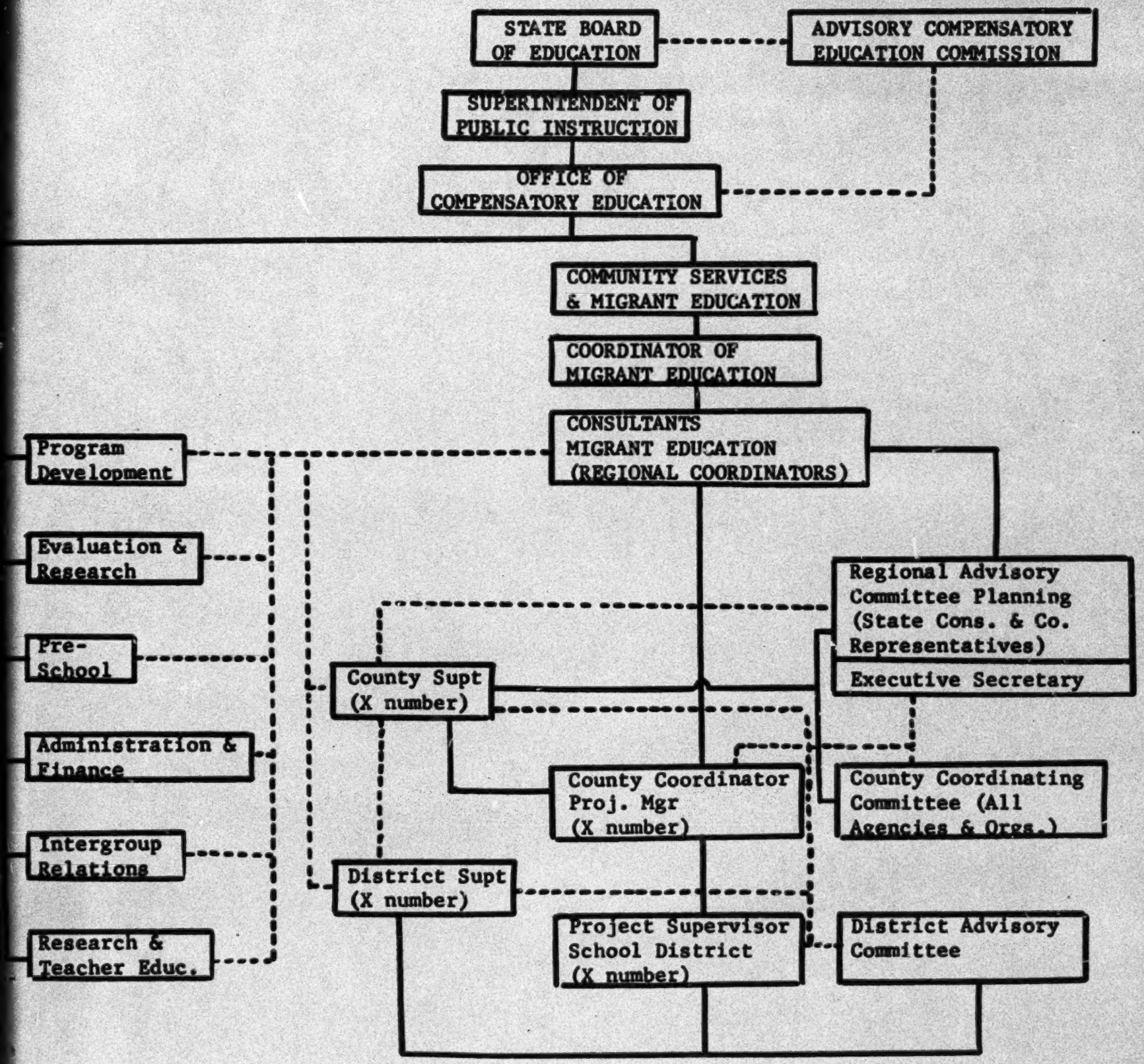

STATE BOARD OF EDUCATION
ADVISORY COMPENSATORY EDUCATION COMMISSION
SUPERINTENDENT OF PUBLIC INSTRUCTION
OFFICE OF COMPENSATORY EDUCATION
COMMUNITY SERVICES & MIGRANT EDUCATION
COORDINATOR OF MIGRANT EDUCATION
CONSULTANTS MIGRANT EDUCATION (REGIONAL COORDINATORS)
Program Development
Evaluation & Research
Pre-School
Administration & Finance
Intergroup Relations
Research & Teacher Educ.
Regional Advisory Committee Planning (State Cons. & Co. Representatives)
Executive Secretary
County Supt (X number)
County Coordinator Proj. Mgr (X number)
County Coordinating Committee (All Agencies & Orgs.)
District Supt (X number)
Project Supervisor School District (X number)
District Advisory Committee

Figure II

REGION I
CROP AREAS A AND B
TULELAKE AND NORTHERN COAST

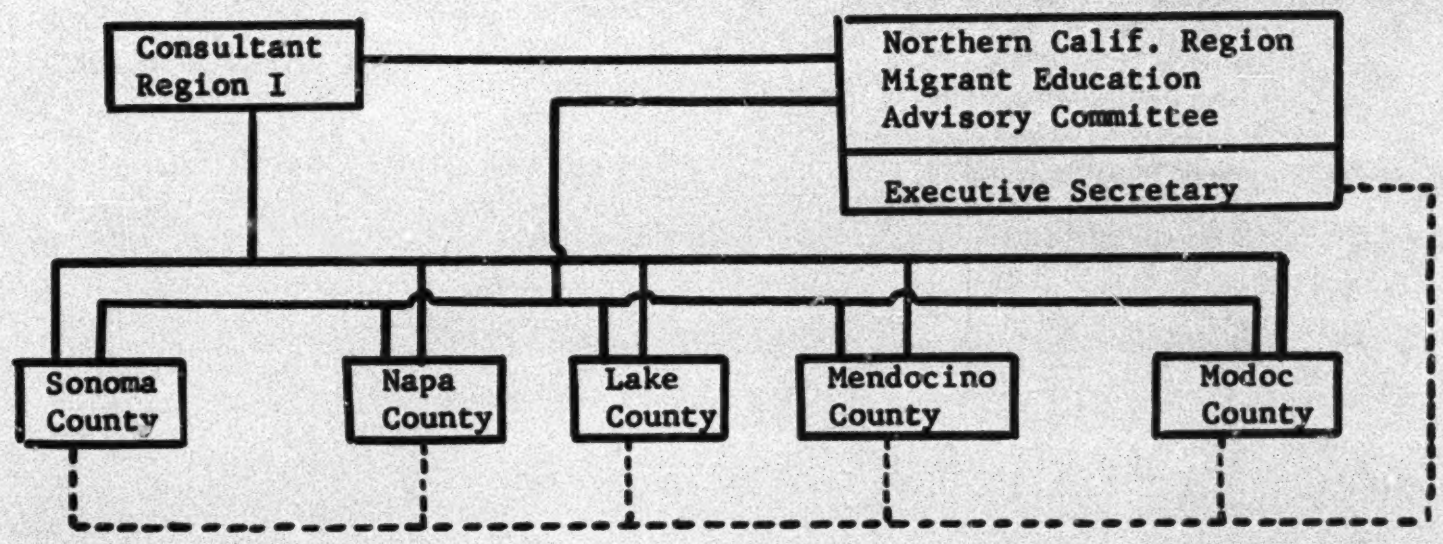


Figure III

REGION II
CROP AREA C
SACRAMENTO VALLEY

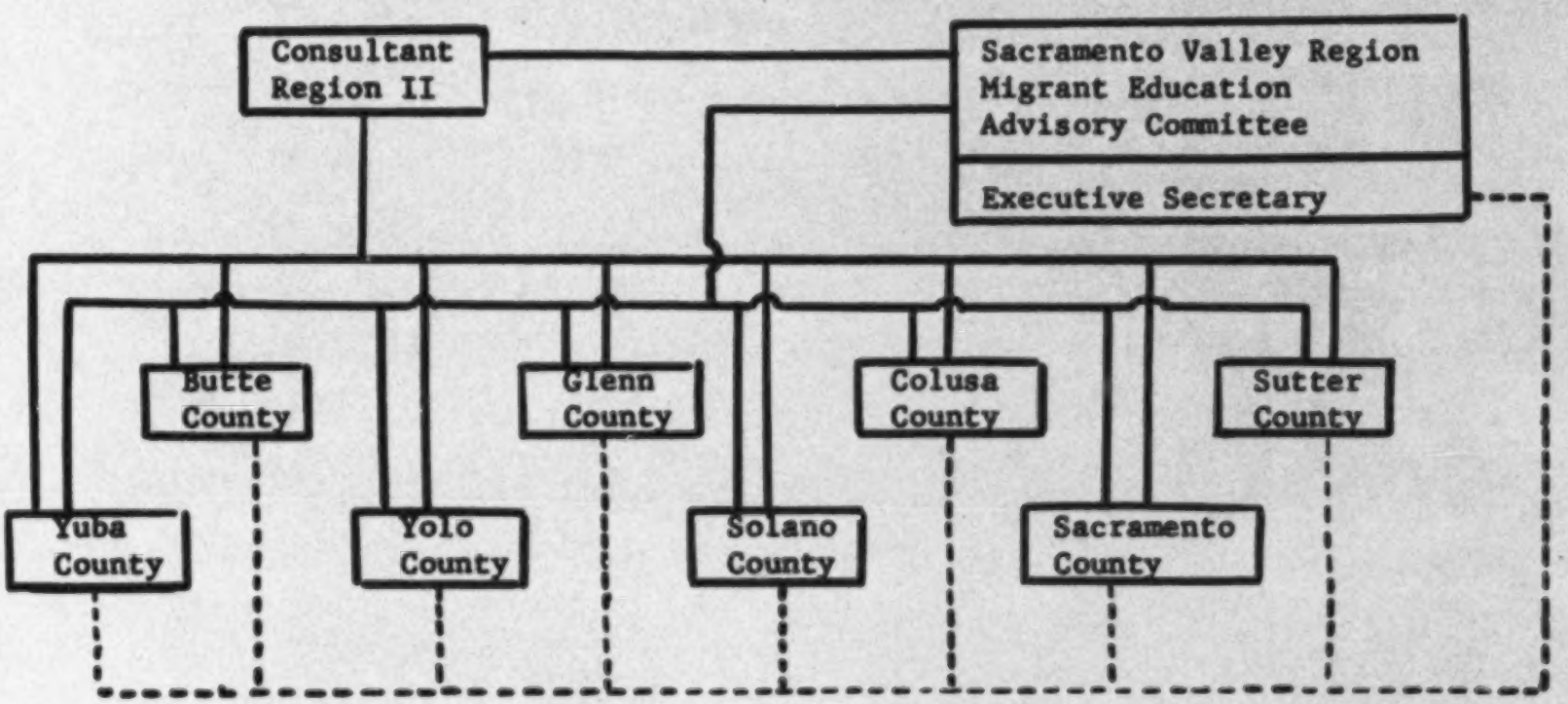


Figure IV - A

REGION III A
CROP AREA E
CENTRAL COAST

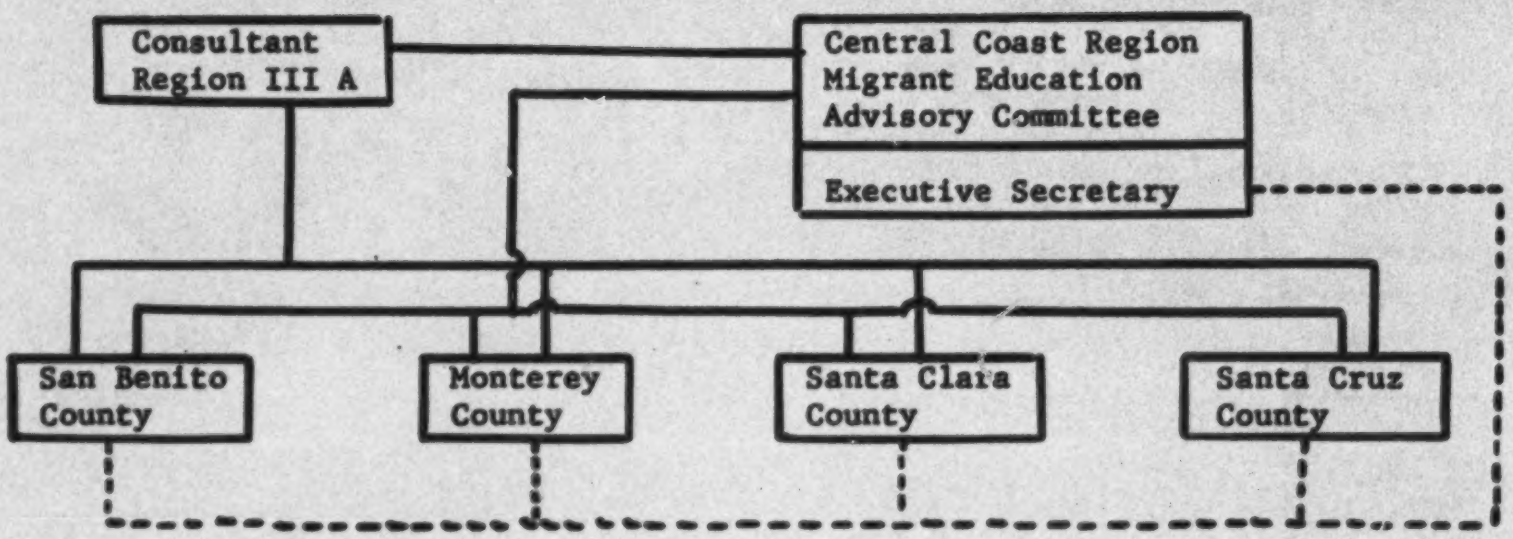


Figure IV - B

REGION III B
CROP AREA D
SAN JOAQUIN VALLEY

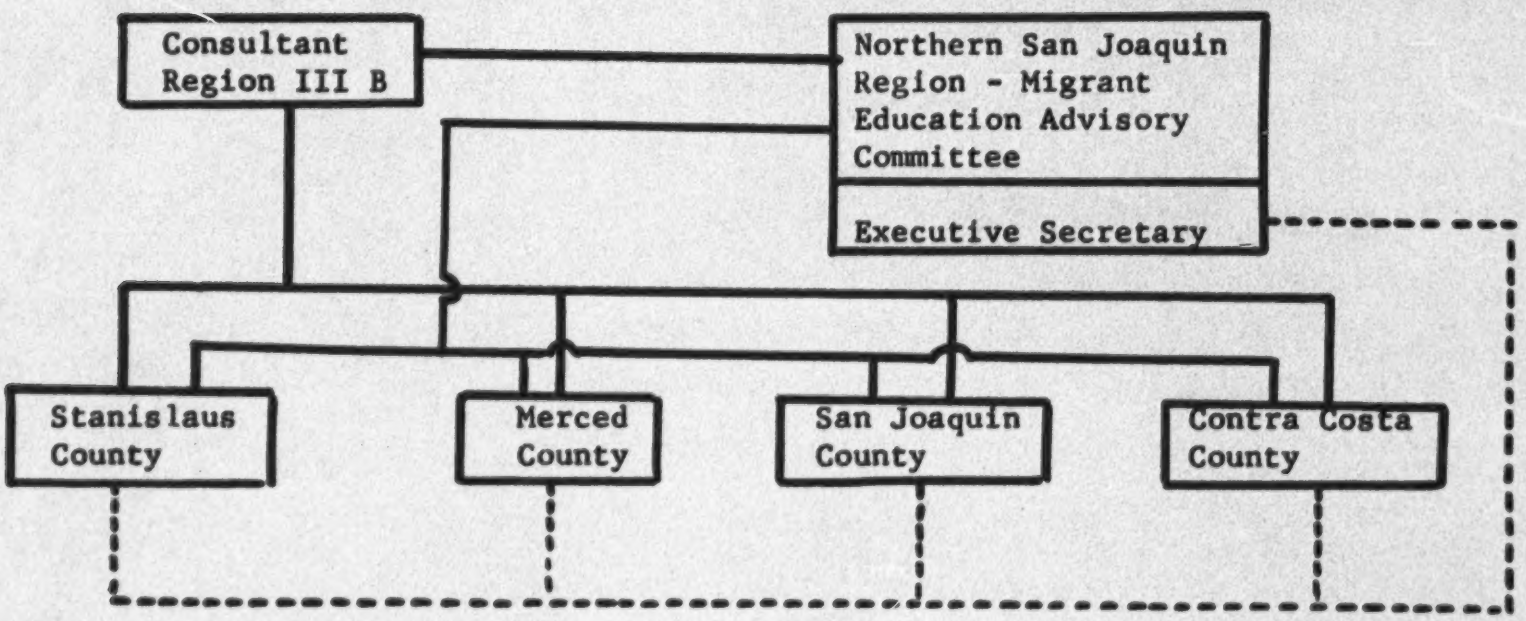


Figure V

REGION IV
CROP AREA E
SAN JOAQUIN VALLEY

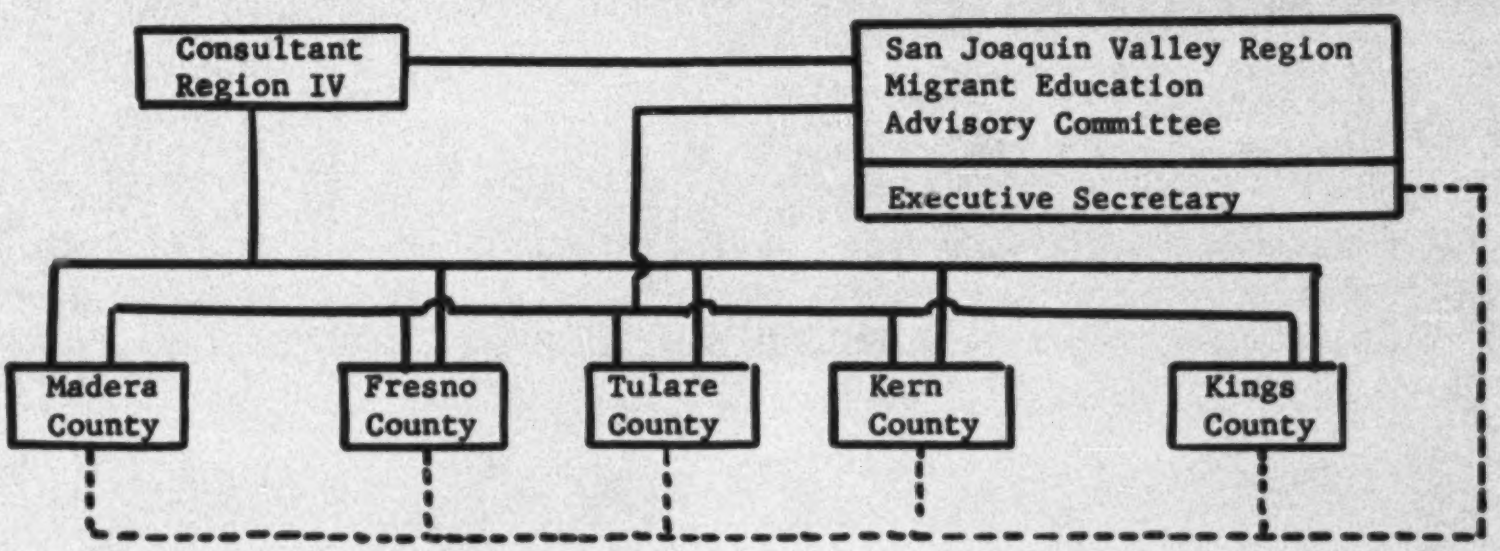


Figure VI

REGION V
CROP AREA F
SOUTH COAST

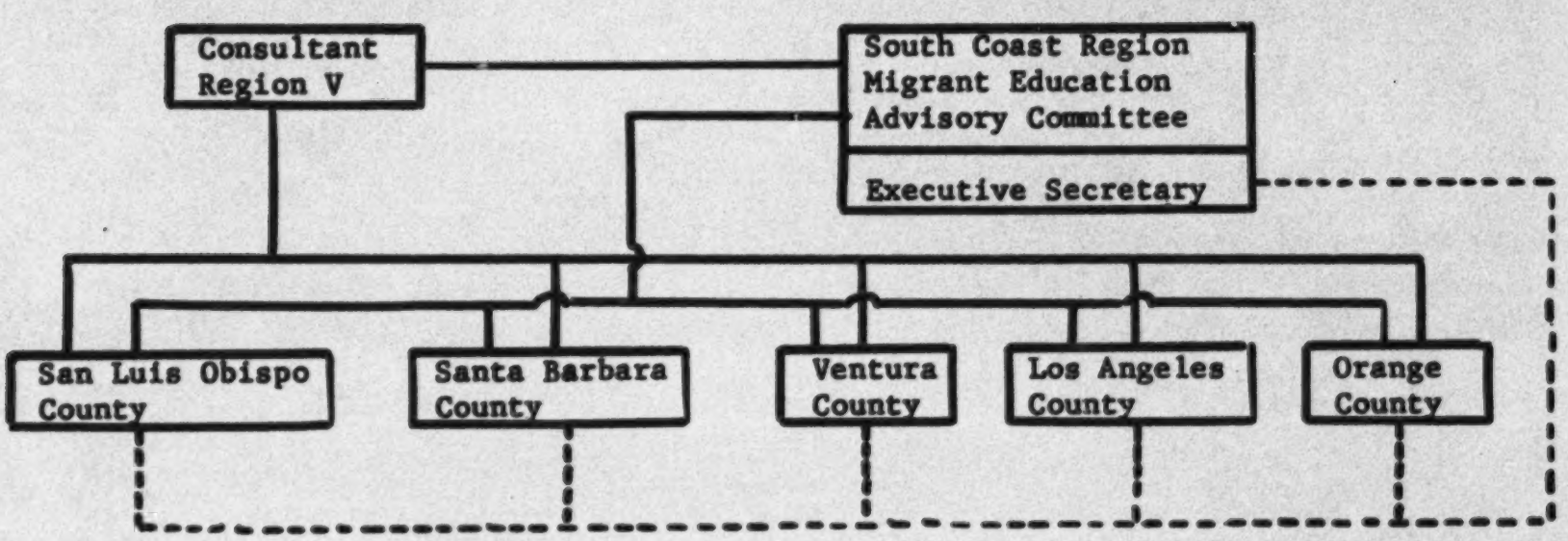
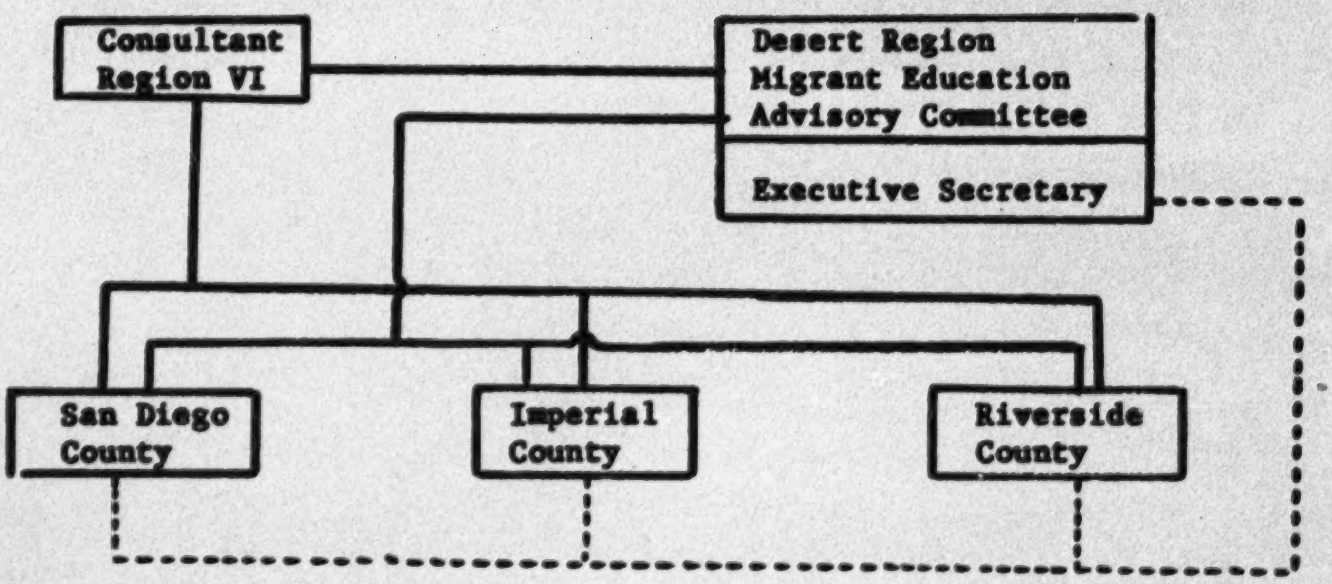


Figure VII

REGION VI
CROP AREA G
DESERT



STAFFING PATTERNS REGIONAL PLAN

1. Chief of the Bureau of Community Services and Migrant Education.

2. Coordinator of Migrant Education.

3. Consultants in Migrant Education (Regional Coordinators):

   Employees of the State Department of Education, Office of Compensatory Education, Bureau of Community Services and Migrant Education. Selected by the Bureau Chief in accordance with State Personnel Board rules and regulations from eligible list established through competitive examinations.

*4. County Coordinators of Migrant Education:

   Employees of County Superintendents of Schools. Funded through projects. Selected in cooperation with the Bureau of Community Services and Migrant Education.

*5. District Project Supervisors:

   Employees of school districts. May or may not be funded by project.

   Selected in cooperation with the County Coordinator and Regional Coordinator.

*An Executive Secretary shall be appointed to assist the Regional Advisory Committee in carrying out its functions. He shall be selected by the Committee with the advice of the Regional Coordinator. He will be one of the members of the Committee and will usually be one of the County or District Coordinators in the region. His expenses will be funded by one of the projects in the region.

MIGRANT EDUCATION PROGRAM
LINES OF RESPONSIBILITY

1. Chief of the Bureau of Community Services and Migrant Education:

   Administrative responsibility for development and operation of migrant education program throughout the State.

2. Coordinator of Migrant Education:

   Under the direction of the Chief of the Bureau of Community Services and Migrant Education, the Coordinator of migrant education will have primary responsibilities for the administration of the migrant education program as outlined in the California Plan for the Education of Migrant Children.

3. Consultants in Migrant Education (Regional Coordinator):

   a. Responsible to the Chief of the Bureau and the Coordinator of Migrant Education for development and operation of migrant program in region assigned.

   b. Responsible for organization and function of Regional Advisory Committee.

   c. Responsible for supervision of county coordinators within region.

*4. County Coordinators (Project Managers):

   a. Responsible to Regional Coordinator for operation of migrant education project(s) in County.

   b. Responsible for coordination with agencies and organizations of the County who have concern for migrants.

   c. Responsible to County Superintendent of Schools for development and operation of county program for migrant education.

   d. Responsible to Regional Coordinator for coordination with other counties in the region.

5. School District Project Supervisor:

a. Responsible to the County Coordinator (Project Manager), for the operation of the migrant education project in the local district.

b. Responsible to the District Superintendent for operation of migrant education project in school district.

*Each Regional Advisory Committee shall have an Executive Secretary who shall be one of the members of the committee, and will usually be a County or District Coordinator. His expenses are to be funded from a county or district project in the region.

He will serve to facilitate coordination of the region with the Consultant who is Regional Coordinator.

He will assist in coordinating all projects within the region. He will screen all projects with the Regional Coordinator to insure compliance with the regional plan.

He will assist in formulating and facilitating the regional plan.

His primary responsibility is to assist in marshaling all the resources of the region to the support of the regional migrant program.

He will assist the State Consultant serving as Regional Coordinator in following up and bringing about fullest coordination and cooperation between agencies.

ORGANIZATION FOR ADVISORY AND COORDINATING ACTIVITIES

1. Regional Advisory Committee:

   a. Appointed by County Superintendents with advice from the Regional Coordinator.

   b. To be composed of representatives of County Superintendents and agencies and organizations in the region who are concerned with migrant families or family members.

   c. Responsible to the Regional Coordinator and County Superintendents for overall planning of migrant education programs for the region.

   d. Advises Regional Coordinator and County Superintendents regarding needs for migrant programs in counties in keeping with overall plan.

   e. An Executive Secretary shall be selected by the committee with the advice of the Regional Coordinator, and designated to assist in carrying out the duties of the Regional Advisory Committee.

2. County Coordinating Committee:

   a. Organized by County Superintendent.

   b. To be composed of representatives from agencies and organizations in county who are concerned with migrant families or family members, and to include migrants where possible.

   c. Responsible for coordinating the activities of agencies to bring about maximum utilization of facilities in implementing the overall plan for migrant education in the county.

d. Advises County Superintendent regarding facilities and services available to migrant families and family members.

3. District Advisory Committee:

a. Appointed by local school districts.

b. Assists school district personnel in assessing needs of migrant children and families in the district, and to include parents of participating migrant children.

c. Participates in planning and evaluating local school district projects.

d. Advises school district boards of trustees regarding needs for migrant education and effectiveness of programs.

COMPREHENSIVE PROGRAMS

EDUCATIONAL SERVICES	ANCILLARY SERVICES
**Preschool Education	+Family Housing
*In-school Elementary and Secondary Education	+Child Care
*Extended Day Education	*Health Services (Medical, Dental Health Education)
*Summer School Education	*Nutritional Services
+Adult Basic Education	**Family Counseling
+Adult Vocational Education	**Welfare Services
	*Transportation Services
	+Employment Services
	*Recreation Services

*Can be completely funded through P. L. 89-750 for migrant children, ages 5 - 17 years.

**May be partially funded through P. L. 89-750.

+Other services cannot be considered a part of migrant projects funded under the Act. Provision is made through the Regional Plan to coordinate projects with agencies and organizations able to furnish these services

LOCATION OF PROJECTS

Migrant agricultural workers and their families are usually concentrated in the major crop areas of each state. An educational project for migratory children may be designed to include one or several school districts or counties in a large geographical area having a high concentration of migratory children. The State Educational Agency should identify those areas in which projects will be located, and shall justify the selection of such areas on a priority basis, grouping districts and counties geographically.

In California, seven major crop areas have been identified as having high concentrations of migrant farm workers and their families. These areas include 43 of California's 58 counties.

These seven major areas, in order by number of migrant workers are:

1. San Joaquin Valley
2. Central Coast
3. Sacramento Valley
4. South Coast
5. Desert
6. Northern Coast
7. Tulelake

Federal administrative policy lists the following factors to be used in determining priorities for project locations:

1. Where there are successful ongoing projects.
2. Areas with concentrations of migrants.
3. Areas having greatest need for programs.
4. Areas with greatest potential for a successful program, i.e. community services available for migrants, supplemental migrant programs sponsored by other agencies, harmonious Title I programs, etc.

DEFINITION OF A MIGRANT CHILD

A migratory child of a migratory agricultural worker is:

> "a child who has moved with his family from one school district to another during the past year in order that a parent or other member of his immediate family might secure employment in agriculture or in related food processing activities".

For the purpose of identifying children to be classified as migratory children of migratory agricultural workers the following definition should be used:

A migratory child of a migratory agricultural worker is defined as:

1. A child whose parent, guardian, or other person having custody is defined as a migratory agricultural worker; and
2. Who due to a change in the location of his parents' or guardian's employment, moves from one school district to another in the course of each year; and
3. Whose school attendance during the regular school term is interrupted or curtailed because of this change of residence, or who is a temporary resident of a district other than that in which he regularly attends school.

A migratory agricultural worker is an adult worker who is employed in seasonal agricultural or related food processing occupations, and who is required by the nature and varied locations of his employment to move from place to place for the purpose of engaging in his occupation.

PROGRAM DEVELOPMENT

Comprehensive Programs of Migrant Education

A comprehensive program of services designed to upgrade the conditions of life for migrant families is a desirable end, to which the educational programs must contribute. The total comprehensive plan will, however, include many services not included in the provisions of ESEA Title I, P.L. 89-10 or P.L. 89-750. These other services may or may not be within the general province of education, and must be funded, if at all, through a variety of other sources. Since there is some overlap of authority for providing services between various agencies and organizations, full cooperation and coordination between all agencies serving the needs of migrant families must be sought.

A "comprehensive program" for migrant children, should include preschool children beginning at age three and continue through grade 12 or age 17. Attainment of this goal requires the utilization of all resources available to the schools, including local, state and federally funded programs.

Identification of Migrant Children

A school district participating in a migrant program under the California Plan for the Education of Migrant Children shall identify the number of migrant children residing in the district and determine the periods of peak impaction. Participating school districts shall have on file auditable data which shall identify each child in the program as a migrant in accordance with the "Definition of a Migrant Child" on page 18. Each school district shall keep a monthly record of the enrollment of migrant children. Only children who meet this definition shall qualify to receive services funded by this program.

Level of Funding

The length of the period of major impaction of migrant children in the district, the average number of migrant children present in the district for this period and the nature of the activities included in the project will determine the level of funding necessary for the project.

Identification of Needs

It is the responsibility of the Regional Advisory Committee to make an assessment of the unmet needs of migrant children in the region and to develop a basic list of needs and objectives from which school districts will plan projects. (Listed below). The assessment of unmet educational needs should include:

1. A documented assessment of critical needs.
2. Establishment of priorities for meeting critical needs.

The District Advisory Committee will assess the needs of migratory children in the district and assist the school district in planning the local objectives and activities within the framework of the total project. (See page 16, paragraph 3) The County Coordinating Committee will serve to coordinate the activities of all agencies in the county to bring about maximum utilization of local resources available to migrants and their families. (See page 15, paragraph 2) Only those activities and services not otherwise available to eligible migrant children may be included in projects funded under this program.

The following is a list of the special educational needs common to migrant children in California that should be considered. These needs have been identified by research and discussed at frequent conferences on migrant families.

1. A need for teachers who are aware of and sensitive to the needs of migrant children and knowledgeable of the cultural and ethnic values of the Mexican-American migrant family.
2. A need for regular school attendance.
3. A need for the rapid transfer between districts and states of student school and health records.
4. A need for continuity in their educational programs and sequence in subject matter.
5. A need for oral language development.
6. A need for instruction in English as a Second Language.
7. A need for remedial instruction taught by specially trained teachers who understand the migrants' history and cultural background.
8. A need to be integrated into the regular school program.
9. A need for basic curricular materials which build upon their experiences and background.
10. A need for experience-based reading programs.
11. A need for personal and vocational guidance.
12. Needs for food, clothing, dental and medical services.

Development of Migrant Education Projects

A well planned project which will bring about the necessary supplementary services within a total program for the education of migrant children will be one in which the following can be done:

1. Link activities to needs and objectives.
2. Provide a budget that justifies expenditures within each activity.
3. Provide data for evaluation.

The needs of migrant children which can be dealt with through migrant education programs include educational needs and needs for health and welfare services. Additionally, there are needs for the preparation of personnel to work successfully with migrant children, and for certain other supportive services required for the operation of projects. These major classifications of needs will result in groupings of project objectives and activities into components.

1. Education component.
2. Health and welfare component.
3. Inservice education component.
4. Supportive services component.

Not all projects will include all four components. However, projects which do not include this comprehensive program must show that existing priority needs are being met.

Participation of Children from Non-Public Schools

Experience has shown that few children of migratory agricultural workers attend non-public schools. It is, however, the responsibility of participating school districts to ascertain whether there are eligible children attending non-public schools in the district and to make provisions for serving those identified.

Integration

One of the major general needs of migratory children is the opportunity to participate in a wide variety of activities with resident children. For migrant education projects, integration relates to the integration of migrant children with resident children as well as integration of other racial and ethnic minorities. Projects must provide for resident and migrant children to share in a wide variety of activities.

Evaluation

The evaluation shall be an integral part of the project, and no project can be considered complete until the evaluation has been concluded. Objectives of projects should be, insofar as possible, stated in behavioral terms, and an evaluation of the objectives must be in terms of behavior change. Project objectives which can not directly affect behavior must be justified.

Financial and Statistical Report

Statistical accounting of expenditures and services must be provided.

Project Application

Projects encompassing a number of school districts are encouraged in order that better coordination of regional resources will result. County superintendents of schools or school districts may apply to conduct projects in accordance with the recommendations of the regional advisory committees.